SIRIUS ACADEMICS COURSES

Syllabus
Revised: 09/20/12

General Psychology
3 Credit Hours

Term/Year	
Reference Number	
Classroom	
Instructor	
Office Area	
Office Hours	
Phone Number	
Email	
Web Page	

IMPORTANT COLLEGE DATES

Course Start Date	
Drop with 100% Refund	
Nonattendance Drop	
Withdraw With "W" grade	
Course Evaluation Period	
College Holidays	
Course End Date	

COURSE DESCRIPTION

This course consists of instruction utilizing the scientific approach that conveys an understanding of the behavior, mental processes, and experience of the individual organism and the principles that determine and guide individual and group behavior.

REQUIRED TEXTS AND INSTRUCTIONAL MATERIALS

SIRIUS Academics course materials include a book and an online component.

Book:

Rogers, E., Wisner, F., & Wisner, J. (2012). *General psychology* (4th ed). Jacksonville, FL: Florida State College at Jacksonville, Sirius Academics ISBN 13: 978-1-931997-92-8 (digital); ISBN 13: 978-1-931997-93-5 (print)

LEARNING OUTCOMES

The primary objective of this course is to explore the subject matter of the field and to become familiar with the vocabulary and concepts of the field.

When you finish this course, you will be able to

- Demonstrate critical thinking in relation to psychology as a science
- Identify the historical foundations and context of psychology as a discipline
- Identify the foundations of sensation and perception and their effects on behavior and mental processes
- Identify the role of emotions and motivation on behavior and mental processes
- Identify and apply theories of learning
- Identify theories of memory and how memories are constructed
- Identify concepts of intelligence and apply assessments of intelligence
- Identify thought processes and their applications to problem solving
- Identify the stages of human development and the biopsychosocial aspects of developmental theories
- Identify waking and altered states of consciousness, including the stages of sleep
- Demonstrate critical thinking in relation to the major theories of personality
- Demonstrate awareness of cultural aspects and classifications of abnormal behavior as well as treatment models including interpersonal and biomedical therapies
- Explain how the individual fits into the social milieu
- Explain the relationship between stress and health
- Identify fundamental constructs underlying gender development, sexual identity, and human sexuality

Specific Learning Activities. Specific learning activities are found at the beginning of each chapter in the book. Use the activities to identify what the chapter will cover and what you should know when you are finished reading. In a very real sense, this is much like skimming the headlines of a newspaper before you delve into a particular story. The activities provide you with a basic framework for learning and understanding; however, they should not limit your knowledge or interest in the subject.

LEARNING MANAGEMENT SYSTEM (COURSE PLATFORM)

The online component of the course is delivered in a learning management system supported by the institution.

TECHNOLOGY REQUIREMENTS

Please use the following checklist to determine your computer readiness. You should own or have access to

- Computer with personal access to the Internet (e.g., computer with a modem or cable modem connection)
- An email account
- Web-browser software—at least Internet Explorer 7.0, Firefox 3.0, Safari 3.1, or higher (if you have problems viewing the course, try another browser)
- Windows XP or higher operating system (or MAC OS X or higher)
- Antivirus software
- Word-processing software
- Current versions of plug-ins, including Acrobat Reader, Flash Player, QuickTime, and Java
- Additional hardware, including speakers and microphone

ACCESSIBILITY

If you require specific accommodations to complete this course, contact your institution's coordinator for disability services; you may also wish to notify your instructor.

BLENDED COURSES (This section is to be deleted or modified as appropriate)

If you are taking this as a blended course, please note the following:

1. There will be a one-hour orientation session in a campus classroom or lab during the first week of the course. All students enrolled in this section of the course must attend the orientation session.

2. There will be a minimum one-hour discussion/question/answer session held in a campus classroom or lab each week the class is in session. These sessions will be conducted by the faculty member teaching the course. Sessions may include debates, role playing, and continuation of discussions initiated in the online discussion board. These sessions are designed to improve student success and are required for student attendance.

3. The course discussion questions and videos are designed to promote interactive discussion and encourage students to think critically about course objectives. The questions may be used as class activities for face-to-face and blended courses.

4. All other course-related activities are conducted online.

FIRST WEEK OF CLASS

To receive credit for attendance during the first week of class, you should send an email to your professor indicating you agree to abide by the course conditions outlined in the syllabus.

Your next task is to read the opening course announcements. Then be sure to introduce yourself to the class on the Discussion Board. It's always helpful to add a picture to facilitate getting to know other members of the class. As you begin your work in the course, don't forget that each chapter includes a number of learning activities which will help you master the course.

LEARNING COMMUNITIES

A major goal of this course is to encourage the development of learning communities— that is, to help learners and faculty get to know and better understand each other. Towards this end, the instructor will post a brief written biography introducing her/himself on the Discussion Board as a part of the first week of class. A discussion forum (Cyber Café) has also been provided for informal discussion with other classmates without intervention of the faculty member. The Cyber Café is a useful place to find classmates interested in forming the team required in this course if the instructor determines that students should form their own teams. And finally, the Discussion Board provides a place where you can post questions for the instructor.

ASSESSMENTS

Quizzes

There is a 25 item quiz covering material for each chapter. It is recommended that you first read the course material for the chapter, then complete the learning activities, and then access and take the online quiz. **Each quiz has a time limit of one hour.**

The items for each quiz are randomly drawn from a large database. You may retake the quiz as many times as you choose without penalty, and the highest score you receive will be your final score, except as noted below. The goal is to achieve mastery of the course content, with mastery interpreted as 90% (22 points) or above on the assessments. **If you achieve mastery on a quiz, you will be credited with 100% of the points (25 points)!** Otherwise, points will be assigned according to the achieved success rate. For example, if your success rate on the quiz is 80%, you will be credited with 80% of the points (20 points) available on that quiz.

Discussion Questions

Discussion questions form a large part of the course. They have been designed to help increase critical thinking as well as to increase your knowledge of the subject by requiring you to support your responses to the questions with external peer-reviewed evidence. It is strongly recommended that you obtain supporting evidence for your posts from the research data bases supported by the college library. **Keep in mind--you may NOT use the textbook to support your posts, nor may you use Wikipedia, which has not been peer-reviewed.**

One discussion question is scheduled for each of 12 of the 14 chapters. In all formal discussions, you should first carefully read the question, then post an answer to the question along with external research and anecdotal materials that support your post; next, read the responses of your classmates (or team members if it is a team discussion), and then post your replies to at least two other students. Your post in response to classmates' post must be more than "I agree" or "that's a good post" in order to receive credit. Learners who participate in discussions are likely to experience a higher level of understanding of the information contained in the course. To encourage your active participation in the course, you will receive up to 25 points for your contributions to each of the discussions.

Your discussion grade will be based upon the thoroughness, accuracy, and insightfulness of your responses; the external research materials you use to support your post; your use of correct spelling and grammar and correct sentence and paragraph format (ALWAYS spell check your responses); and the number and depth of your responses to other student posts. A grading rubric is provided in the course shell.

Example of a Discussion Question

Virtual Reality and Augmented Reality are becoming part of the Clinical Psychologists' tools in dealing with various behavioral concerns. What are the bases for this type of perception and the problems in presenting this type of perception to persons suffering from disturbances such as fears and phobias? Consider both technical and psychological variables. Post your response on the Discussion Board, citing evidence from research articles from the library's research data bases. Be sure to include enough details so that your classmates can understand the experimental findings, and be sure to include the titles and the URLs of articles in support of your position. Then read and respond to two or more of your classmates' posts.

Instructor Choice Assignment

Information about the assignment will be provided by the instructor. A total of 100 points is available for this assignment.

Team Project

The business model of today is for persons to work as teams. Your instructor will advise you how the teams are to be formed. The teams will be composed of three to five classmates for group discussions and for the team project described below.

What topic in General Psychology would you like to investigate in more depth? Teams select a topic in an area of interest, choose a team leader, and prepare a paper. The paper is to be developed in the following ways:

The team will need to conduct a review of the published research literature and write a concise summary and evaluation of the research that is related to the team's area of interest. The review should contain a description of information with research citations related to the topic of interest. The team will need to include the identification of any theoretical conflicts or controversies related to the topic; also any needs or questions for further research should be addressed.

All paper or project topics must be approved by the instructor. All completed papers/projects must be in APA format and be posted on the Discussion Board for all learners to review.

The complete paper should contain a minimum of eight pages of content. **The paper should have a minimum of ten scientifically recognized references (consult the online library research data bases)**. The paper should be double-spaced with a 12-point Times New Roman font. In addition to the content pages, there should be a title page at the beginning of the paper containing the title of your paper, the team name, and the names of the students who participated in developing the paper, the course number and name, and the term and year. Text should begin on the next page. Your paper should have a one-inch margin all around the text. Be sure that you make a copy of your paper; then submit it as requested by your instructor at least one week before the final due date. The instructor will review the paper, identifying areas that need more work, and return it to you in time for the team to make final revisions before the final due date.

Remember—you must work together with other members of your group in gathering information, and each team member must contribute to the development of the paper. Following submission to the instructor, the team leader will post the paper on the Discussion Board, and each student will have an opportunity to read and respond to the papers.

The grade for the paper, worth 225 points, will be based upon the thoroughness, accuracy, and insightfulness of the coverage of the topic, correct usage of the APA format, correct spelling and grammar, and correct sentence and paragraph format. (ALWAYS spell check your paper.) Each participating student in the team, whose name is listed on the cover sheet of the paper, will receive the same grade.

Full information about the team project, proper use of APA standards in preparing a paper, and an example of a paper in APA format are provided in the course shell.

GRADING

The quizzes, discussion questions, Instructor Choice assignment, and the individual and team projects will be used to compute the final grade in the course. Your final letter grade will be determined by totaling the points for all of the above activities as indicated in the chart below.

Quizzes (14 @ 25 points each)	350
Discussions (13 @ 25 points each)	325
Team Project	225
Instructor Choice Assignment	100
Total Points	**1000 Points**

A	900-1000 points
B	800-899 points
C	700-799 points
D	600-699 points
F	0-599 points

CALENDAR OF ACTIVITIES

Week	Topic	Dates
Week 1	**Introduction to Online Courses** Introductions	
Week 2	**Chapter 1. Introduction to Psychology** Chapter Quiz Discussion	
Week 3	**Chapter 2. Behavioral Neuroscience** Chapter Quiz Discussion	
Week 4	**Chapter 3. Sensation and Perception** Chapter Quiz Discussion *Form Teams*	
Week 5	**Chapter 4. Consciousness** Chapter Quiz Discussion *Teams select topic for papers. Team Leaders should email the topic of the team paper to the instructor.*	
Week 6	**Chapter 5. Learning** Chapter Quiz Discussion	

Week 7	**Chapter 6. Memory** Chapter Quiz Discussion	
Week 8	**Chapter 7. Intelligence, Thinking, and Language** Chapter Quiz Discussion Instructor Choice Assignment due	
Week 9	**Chapter 8. Personality** Chapter Quiz Discussion	
Week 10	**Chapter 9. Motivation and Emotion** Chapter Quiz Discussion	
Week 11	**Chapter 10. Social Psychology** Chapter Quiz Discussion	
Week 12	**Chapter 11. Developmental Psychology** Chapter Quiz	
Week 13	**Chapter 12. Health Psychology** Chapter Quiz	
Week 14	**Chapter 13. Mental Disorders** Chapter Quiz Discussion	
Week 15	**Chapter 14. Therapy** Chapter Quiz Discussion *Team Leaders submit drafts of team papers to instructor*	
Week 16	**Final Projects due**	

FREQUENTLY ASKED QUESTIONS <u>FOR FLORIDA STATE COLLEGE AT JACKSONVILLE STUDENTS</u>

1. *What learning management system is used at Florida State College at Jacksonville for the online portions of this course?*

This course is delivered in the Blackboard® online course platform.

2. *Where and how do I acquire the required texts and instructional materials for this course?*

 When you registered and paid tuition for this SIRIUS Academics course, you were informed that the e-text (and its cost) was included. Your e-text is delivered to you via your Connections class schedule and will be available a few days prior to the start of the term. The e-text is viewable through the CaféScribe electronic reader.

To access your e-text, log in to Connections and click the My Classes tab. Select the current term and scroll, as needed, to the CaféScribe Reader Account link under the course description. The CaféScribe reader will open to your current bookshelf with a link to the course text. Technical support information is included in your Connections schedule if a challenge presents itself or if you desire to view your e-text through a mobile or tablet device.

Should you experience a challenge with the CaféScribe content, contact Customer Support using one of the following options.

- o   Toll free at 877-612-2233 (Option 1)
- o   Email at support@cafescribe.com
- o   Visit www.cafescribehelp.com
- o   User Guide: userguide.cafescribe.com

If you would like to also purchase a printed copy of the e-book, you may do so at any campus bookstore.

3. *Do I have to have Internet access at home?*

No. The College has many student computer labs available to students who wish to use them.

4. *What if I need special accommodations to take the course?*

If you require specific accommodations to complete this course, contact Services for Students with Disabilities and notify your instructor.

5. *What's in the book?*

The book contains Assignment Checklists for all chapters, concept maps, and course content.

6. *What's in the course shell?*

The course shell contains the Course Information area which includes the Syllabus, Student Orientation, Discussion Grading Rubric, and information about the team project. The shell also contains the Course Content area which includes folders for each chapter which provide links to learning activities, a chapter quiz, and a discussion question.

7. *How long will I have to wait for a response from the instructor to my email?*

Faculty respond to emails within 24-48 hours.

8. *What is proper email etiquette?*

Email to other learners and the instructor needs to be addressed in a manner appropriate to polite interactions.

9. *What will help me succeed in this course?*

- **Strong discipline and desire to succeed**. You'll need to log in to class often during the typical week, motivating yourself to meet the requirements for success.
- **Ability to work well independently**. You'll develop the support of fellow learners all taking the same coursework together, but the support will be different from that in a typical classroom environment. If you work well independently, your chance of success is higher.
- **Computer savvy**. If you're not familiar with the Internet and email communication, we recommend that you take a computer enrichment class prior to enrolling in this course. Faculty assume you know how to access and send data on the Internet.

10. *What are "I" grades and when are they used?*

- An "I" grade may be assigned at the instructor's discretion upon request by the student to permit the student time to complete required course work, which s/he was prevented from completing in a timely way due to nonacademic reasons. The instructor may require the student to document the request to assist in the decision. The instructor may choose not to grant the request. The "I" grade should be considered only when the student has the potential to earn a passing grade if the missing work is made up.
- The instructor shall prescribe in a written agreement with the student the remaining course work required for completion and removal of the "I" grade. A copy of this agreement will be kept on file in the office of the appropriate dean. All work must be completed within the first eight weeks of the subsequent term unless the instructor agrees to a longer timeframe (not to exceed one year). When the work is completed, the instructor will submit a grade change form with the grade earned. If the work is not completed within the prescribed timeframe, the "I" will automatically change to an "F" grade. The student will be informed of the final grade assigned.
- To be eligible for an "I" grade, the student must be passing the course at the time of the request and must have completed at least 75 % of the course work.

11. *What is the Florida State College at Jacksonville Code of Ethics?*

Consistent with The Code of Ethics of the Education Profession in Florida, 6B-1.06, Principles of Professional conduct for the Education Profession in Florida, an obligation to the learner requires that an individual shall not harass or discriminate against any

learner on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each learner is protected from harassment or discrimination.

12. *What about academic dishonesty?*

Academic dishonesty, in any form, is expressly prohibited by the rules of the District Board of Trustees of Florida State College at Jacksonville. Academic dishonesty incorporates the following:

- Cheating, which is defined as the giving or taking of any information or material with the intent of wrongfully aiding oneself or another in academic work considered in the determination of a course grade

- Plagiarism, which is defined as the act of stealing or passing off as one's own work the words, ideas, or conclusions of another as if the work submitted were the product of one's own thinking rather than an idea or product derived from another source

- Any other form of inappropriate behavior which may include but is not limited to falsifying records or data; lying; unauthorized copying, tampering, abusing or otherwise unethically using a computer or other stored information; and, any other act of misconduct which may reasonably be deemed to be a part of this heading

Any student alleged to have committed any act of academic dishonesty as defined herein shall be entitled to due process as defined in District Board of Trustees' Rule 6Hx7-2. 18 prior to the administration of disciplinary action**,** including suspension and dismissal.

13. *May I repeat this course?*

Learners repeat a course in an attempt to improve a grade previously earned. State Board Rule 6A-14.0301 limits such attempts to courses where a "D," "F," or "FN" grade was earned. A learner has only three total attempts in any course, including the original grade, repeat grades, and withdrawals. Upon the third attempt in a course, the learner must be given an "A," "B," "C," "D" or "F."

When students repeat a course at Florida State College, only the last grade earned is calculated in their cumulative grade point average (GPA). However, students with an excessive number of "W" or "FN" grades and students who repeat courses to improve their GPA may jeopardize their admission to programs in the Florida State University System (SUS) or other institutions.